Don't Call Them Memorials

Public debate around Confederate insignia has little to do with historical fact, and everything to do with collective memory

BY JULIAN CHAMBLISS

What we see happening in places like Charlottesville today – after the tragic, bloody events of last weekend, and the rolling debates around Confederate monuments – has less to do with historical fact and more to do with collective memory. In Dell Upton’s 2015 book What Can and Can’t Be Said – his insightful examination of African-American memorials in the United States – we are presented with two pivotal questions regarding our understanding of monuments in the contemporary South: what is possible and what is permitted to be said in debates around public memorials?

Keywords: Confederate monuments, memorialization, American South, social justice

Do citizens have a moral duty to vote, or is the franchise just a right they are free to exercise or to abstain from, at will? The prevalent position in voting ethics is that there is a moral duty to vote. This argument is based on two premises: (1) a moral duty to vote and (2) a duty to vote well. I argue that a duty of Samaritan justice can require us to vote with care for the sake of the well-being of society. Samaritan duties of aid bind us when an intervention would not be unduly costly—not when it would be costs. I argue that voting with care is a cost-effective way of exercising the right to vote. For a duty to vote well is a duty to vote well for the sake of the common good. In doing so, we become good Samaritans.
February 22, 2018

Dear Colleagues,

I am delighted to introduce the 2017 Celebration of Faculty Scholarship. This program began in 2008, and honors those members of our scholarly community who have published peer-reviewed books, articles, creative works, and other academic endeavors in the year 2017. This year, for the first time, the program also recognizes faculty who have received external funding through their research and scholarship efforts in 2017.

Today we celebrate 236 works by faculty members from all departments and schools across our campus -- a truly extraordinary group. Rollins, of course, prizes great teaching, but the best teachers are also active scholars and creators who routinely incorporate their academic production in their teaching practice. The faculty represented here add to disciplinary knowledge, strengthen the academy, and support our community of learners.

Please join me in offering congratulations to our productive and impressive faculty colleagues who uphold the Rollins’ tradition of excellence!

With pride and best wishes,

Susan Singer, PhD
Vice President for Academic Affairs and Provost
External Funding Awards

Chambliss, Julian. Digital Literacy and Collaborative Learning Workshop. Associated Colleges of the South (ACS) R-1 Collaboration Grant, $8,433. Description: Partner up Rollins faculty with UCF faculty in a Digital Literacy and Collaborative Learning Workshop series with the goal of expanding on established faculty dialogues and initiatives at each institution connected to community engagement and digital humanities.

Fokidis, Bobby. Does Adaptation to Urbanization Promote Resilience During a Natural Disaster? A Test of Brown Anole (Anolis sagrei) Behavior and Stress After Hurricane Irma. National Science Foundation Division of Integrative Organismal Systems (IOS) Rapid Response Research (RAPID) Program, $45,210. Description: A study of stress responses and urban resilience in anole lizards in Central Florida following Hurricane Irma. This research has the potential to inform how low resilience leaves individuals more susceptible to the prolonged effects of extreme stress, such as with post-traumatic stress disorder.

Patrone, James. Identification of Novel Hexokinase 2 Inhibitors. Mindlin Foundation Undergraduate Mentored Research Program, $5,000. Description: A student-faculty collaborative research project aimed at identifying selective enzyme inhibitors that may be used as tool compounds to study the effect of glycolysis inhibition on cancer cell lines.

Queen, Jennifer. Cognitive Science in the College Classroom. Associated Colleges of the South (ACS) Innovative Instruction Planning Grant, $2,000, and Full Project Grant, $23,844. Description: Create and test a novel series of online modules that will allow ACS faculty from all disciplines to apply empirical evidence on how students learn best and process information into their courses, and help faculty incorporate the latest and most essential findings in cognitive science into their syllabi, courses, and assignments.

Singer, Susan. Using Networks to Scale Improvement of STEM Undergraduate Education: A Comparative Study of Network Goals, Processes, and Strategies to Advance Organizational Change. National Science Foundation Improving Undergraduate STEM Education (IUSE) Program, $1,798,710. Description: A four-year collaborative research grant between Rollins and Michigan State University, with the goal of advancing knowledge of organization-focused change networks as a potentially powerful lever for advancing improvements in STEM education.

Stephenson, Bruce. Teaching Sustainability: Project Based Learning in Orlando and Portland. Elizabeth Morse Genius Foundation, $20,500. Description: Develop a workshop designed to teach faculty from all disciplines strategies for integrating sustainability concepts into their courses. Using the research, policies, and practices implemented in Portland, Oregon’s urban redevelopment project as a model, the project pairs faculty with local community partners to promote a Project-Based Learning approach, with the goal of informing and implementing similar practices here in Central Florida.

Books


**Edited Books**


**Book Chapters**


Journal Articles


Nodine, Emily, Bockwoldt, K.A., T.B. Mihuc, A.D. Shambaugh, and J.D. Stockwell. “Reduced Phytoplankton and Zooplankton Diversity Associated with Increased Cyanobacteria in Lake Champlain, USA.” *Journal of Contemporary Water Research and Education* 160 (2017): 100-118.


St. John, Steven J. “The Perceptual Characteristics of Sodium Chloride to Sodium-Depleted Rats.” Chemical Senses 42, no. 2 (Spring 2017): 93-103.


Creative Works


Chambliss, Julian. “Beyond the Color Line” in *A Place for All People, a public history exhibit*. Terrance Gallery at Orlando City Hall, Orlando, FL. February 2017.


Other Works


